

**PRE-EMPLOYMENT TRANSITION SERVICES  
(P.E.T.S.)**

**VOCATIONAL SERVICES CONTRACT INFORMATION & UTILIZATION GUIDE**

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**MASSACHUSETTS REHABILITATION COMMISSION**

**FEBRUARY 2016**

## **OVERVIEW**

The Massachusetts Rehabilitation Commission (MRC) is committed to promoting individualized transition services for students with disabilities that lead to successful post-school outcomes in postsecondary education and training, competitive integrated employment, independent living, and community participation.

The Workforce Innovation and Opportunities Act (WIOA) promotes coordination of services in order to facilitate the transition of students with disabilities from the receipt in school of educational services provided by school personnel and pre-employment transition services provided by MRC in collaboration with the schools, to the receipt of vocational rehabilitation services under the responsibility of the designated state agency, MRC.

Pre-employment Transition Services (PETS) required by WIOA include: (1) job exploration counseling; (2) work-based learning experiences to include internship opportunities; (3) counseling on post-secondary educational opportunities; (4) workplace readiness training to develop social skills and independent living; and (5) instruction in self-advocacy (peer mentoring).

In accordance with WIOA and MRC Policy, the goal of the MRC VR School Transition Plan is to develop a consistent and efficient statewide approach to providing VR services to students as they transition from school to work by delivering comprehensive, high quality, customer centered practices in a transparent manner.

**MISSION:** For every student served, an independent life through meaningful work.

**VISION:** Engaging every student in career planning activities that lead to a fulfilling adult life through work.

### **STRATEGIC OBJECTIVES:**

1. Ensure clarity of purpose and direction, consistency of policy and practice for all.
2. Develop and maintain collaborative relationships with all high schools across the state with each office focusing on high schools in their service area.
3. Establish and implement a process for appropriate student referrals including those eligible under Chapter 688. (For Guidelines for Processing Chapter 688 referrals, Informational Memorandum Reference Number 26, see Addendum C, page 26.)
4. Provide high quality, customer centered vocational rehabilitation (VR) services that lead to meaningful work.
5. Achieve at least 15% spending annually of VR Federal allotment on Transition services to high school students.

## **PURPOSE OF SERVICES UNDER PETS RFR**

Pre-Employment Transition Services (PETS) are designed to support the transition from school into adult life of high school students with disabilities. In order to pave the way for employment, PETS services provide vocational exploration, hard and soft skills training, and competitive integrated vocational experiences to high school students aged 16 – 22. PETS services are designed to give students an introduction to work that will serve to both inform their future vocational choices, develop work habits and obtain experience that will make them more marketable in the competitive workforce. PETS services are specifically designed to be provided to students *who are enrolled in high school*.

PETS services under the PETS RFR consist of a Work Based Learning Experience/Internship, Job Exploration Counseling, and Workplace Readiness Training. Optional services can also include Self-Advocacy/Mentoring Instruction, and Counseling on Enrollment in Post-Secondary Education or Other Comprehensive Transition Training Programs. Descriptions of these services are listed below.

PETS services meet a crucial requirement of the Workforce Innovation and Opportunities Act (WIOA), which requires that each state's public Vocational Rehabilitation (VR) system play an expanded role in addressing the transition from school to adult life. Under WIOA, MRC is committed to providing extensive Pre-Employment Transition Services for high school students with disabilities. While some of these services are provided directly by the area offices, MRC has chosen to also contract with community vendors. The PETS contracting is a cost-reimbursement contract in which community vendors have developed their programmatic approaches to providing these services. This manual is designed to allow providers to describe their program models, catchment areas and contact information. In addition, this manual defines the PETS core and optional services, referral, billing and reporting procedures and performance expectations.

## **DESCRIPTION OF SERVICES UNDER PETS RFR**

There are three core services that are required of all PETS providers: Job Exploration Counseling, Workplace Readiness Training and Work-Based Learning Experience. Two additional services may be offered in addition to the required services.

### ***CORE COMPONENTS:***

- ❖ ***Job Exploration Counseling (required):*** This is defined as counseling, guidance, and training provided to high school students with disabilities designed to assist them in identifying and learning about job opportunities in particular occupations and industry sectors.

Examples of service provided under this component might include:

- Interest Testing
- Employer site visits
- Job shadowing

- Resume preparation

These services may be provided in a classroom setting, one on one or through employer visits.

- ❖ ***Workplace Readiness Training (required):*** Workplace readiness training is provided to high school students with disabilities and is designed to assist them in preparing for employment through soft-skills training, job search training, and other related training.

Examples of services provided under this component include but are not limited to:

- Learning about work behaviors
- Work based social skills
- Asking for and receiving training and supervision
- Issues related to disclosure in the workplace

These services could be comprised of a classroom-based soft skills training program, web based work readiness training modules, or a combination of classroom and web based training services. These services should be curriculum based.

- ❖ ***Work-Based Learning Experience/Internships (required):*** The Work-Based Learning Experience is the centerpiece of PETS services. In this component, contractors must provide a work-based experience, such as an internship or an on-the-job training, in cooperation with employers, to high school students. This work-based experience is intended to assist high school students in developing necessary skills and abilities to effectively place them into competitive integrated employment. MRC prefers that work-based learning experience/ internships be paid experiences for students but this is not required. An example of this service would be a paid internship for a student as an administrative assistant at a financial services company.

The Work Based Learning Experience/Internship must involve competitive, integrated employment. An integrated setting is one found in the community, in which an individual with a disability interacts with employees and other persons, as appropriate to the position, who do not have disabilities to the same extent that employees without disabilities interact with these persons. Employment enclaves, work crews, and segregated employment sites ***are not*** considered appropriate integrated employment or internship sites and are not acceptable under the terms of this contract. MRC strongly supports paid internships or work based learning experiences for its youth vocational rehabilitation consumers. Contractors may use stipends to pay students for their work as long as the stipend pays at no less than minimum wage.

## ***OPTIONAL COMPONENTS:***

The following two pre-employment transition services are optional at the discretion of the individual provider.

- ❖ ***Self-Advocacy/Mentoring Instruction (optional):*** Services provided to high school students with disabilities to promote self-advocacy and leadership skills, including peer-

mentoring, to assist them in successful transition from school to post-secondary education, employment, and independent living. An example of this service would include an after-school program where students would meet with peer mentors for guidance and support.

- ❖ ***Counseling on Enrollment in Post-Secondary Education or other Comprehensive Transition Training Programs (optional)***: Assistance and support provided to students with disabilities regarding various opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education based on their goals, needs, and preferences. This also includes assistance with identifying educational opportunities and applying for programs and services. An example of this service could be a workshop to assist students with the process of preparing applications for enrollment in post-secondary education.

## **REFERRALS**

To be eligible to receive PETS services, consumers must meet the following criteria:

- A current consumer of the Massachusetts Rehabilitation Commission Vocational Rehabilitation (VR) Services referred from a MRC VR Area Office
- An enrolled high school student with a disability; and
- Within the Ages of 16 to 22

## **CONTRACTING AND FISCAL AUTHORIZATION**

PETS services are administered under a cost-reimbursement contracting system. As such, the referral form shall serve as the initial authorization to provide services. ***Providers will not be required to obtain any further authorization to provide services.***

The referral form for PETS services is located opposite this page.

## **DURATION OF SERVICES**

The duration of services is dependent on the program model provided by each individual contractor. See the provider narrative section on this manual for information regarding individual providers' service models.

**PETS REFERRAL FORM**  
**MRC PRE-EMPLOYMENT TRANSITION SERVICES FOR HIGH SCHOOL STUDENTS**  
**WORKFORCE INNOVATION & OPPORTUNITY ACT (WIOA)**

**VENDOR INFORMATION:**

Vendor Name:

Vendor Address:

Vendor Code:

Start Date of Component:

**REFERRAL BY MRC/VR AREA OFFICE - CURRENT MRC/VR CONSUMER:** Yes: ☐ No: ☐

**CONSUMER INFORMATION:** *(Consumer must be a current high school student with a disability, for the duration of services.)*

Name:

MRCIS #:

Social Security #:

Date of Birth:

Gender:

Address:

Phone:

Cell Phone:

Emergency #:

Diagnosis:

Functional Limitation: Yes: ☐ No: ☐

(Yes) explain:

Need for Accommodation: Yes: ☐ No: ☐

(Yes) explain:

Consumer enrolled in high school: Yes: ☐

No: ☐

Name of high school consumer is attending:

Expected graduation date:

MRC Counselor:

MRC Phone #:

**REQUIRED PRE-EMPLOYMENT TRANSITION SERVICES PROVIDED UNDER THIS MODEL:**

- Work-Based Learning Experience
- Job Exploration Counseling
- Workplace Readiness Training

**OPTIONAL PRE-EMPLOYMENT TRANSITION SERVICES PROVIDED UNDER THIS MODEL:**  
*(If services are provided by the vendor.)*

**Self-Advocacy/Mentoring Instruction:** ☐

**Counseling on Enrollment in Post-Secondary Education:** ☐

**Counseling on Other Comprehensive Transition Training Programs:** ☐ *(please specify)*

**COMMENTS:**

## **PERFORMANCE MEASURES**

Contractors will be measured on the following performance standards:

- 90% of all participating high school students must successfully complete each provided Pre-Employment Transition Service component based on the approved curriculum
- Timely and accurate submission of monthly statistical and narrative reports (See opposite page). Reports must be submitted to MRC Vocational Rehabilitation Counselors and to MRC District Contract Supervisors.
- Quarterly meetings are conducted by the MRC District Contract Supervisors to review programmatic and fiscal performance.

<b>Contract Performance Measures for Pre-Employment Transitional Services</b>	
<b>Performance Measure</b>	<b>Goal (%)</b>
Successful Completion of Work-Based Learning Experience/Internships	90%
Successful Completion of Job Exploration Counseling	90%
Successful Completion of Workplace Readiness Training	90%
Successful Completion of Self-Advocacy/Mentoring Instruction (if provided)	90%
Successful Completion of Counseling on Enrollment in Post-Secondary Educational Programs or other Comprehensive Transition Training (if provided)	90%

## **MONTHLY REPORTING**

Monthly, providers are required to submit two reports. One is a fiscal/utilization report. This needs to be submitted one report per program. The second monthly report is a consumer progress report. This needs to be submitted monthly on each participating consumer. Report templates are found on the following two pages.

**MRC PRE-EMPLOYMENT TRANSITION SERVICES (PETS)**  
**MONTHLY STATISTICAL NARRATIVE REPORT TEMPLATE**

Month: \_\_\_\_\_ Fiscal Year: \_\_\_\_\_ Vendor Name: \_\_\_\_\_

Goals:	Month:	Year-To-Date (YTD):
1. Number of Referrals		
2. Number Enrolled		
3. Number of Students Served		
4. Completion of PETS Services		
a) Job Exploration Counseling		
b) Workplace Readiness Training		
c) Self-Advocacy and Mentoring Instruction		
d) Counseling on Enrollment in Post-Secondary Education or Other Comprehensive Transition Training Programs		
5. Number of Successfully Employed		
6. Number of Referral to Post-Secondary Education or Additional Programs		
7. Number of Drop Outs From Program		
8. Number of Fiscal Year Carryovers		

**Monthly Progress Report Narrative:**

*(Report on program budget, status, updates, and itemized consumer progress)*

Amount Spent During Month:	\$
Total Contract Balance Remaining:	\$



**MRC**  
**PRE-EMPLOYMENT TRANSITION SERVICES (PETS)**  
**MONTHLY PROGRESS REPORT**

Consumer: _____	Month: _____
Referring Counselor: _____	Office: _____
MRCIS #: _____	High School: _____
Provider: _____	Contact: _____

Participation: # Unexcused Absences \_\_\_\_\_ # Excused Absences \_\_\_\_\_ # Tardy \_\_\_\_\_

**A. Work-Based Learning Experience:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**B. Job Exploration Counseling:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**C. Workplace Readiness Training:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**D. Self-Advocacy and Mentoring Instruction:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**E. Post-Secondary Education/Training Counseling:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**General Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## ~NORTH DISTRICT~

5 MIDDLESEX AVENUE, SUITE 302  
SOMERVILLE, MA 02145

ADAM GARBER  
DISTRICT SUPERVISOR  
PHONE (617) 776-1181 x 308  
VOIP # 776-1308  
FAX (617) 776-8331

## **PROVIDER PROFILE**

**Provider:** American Training, Inc.  
6 Campanelli Drive, Andover, MA 01810

**Program Contact:** Denise Michaud

**Contact Phone:** 978-375-6394

**Contact Email:** [denisemichaud@americantraininginc.com](mailto:denisemichaud@americantraininginc.com)

**PETS Geographical Service Area:** Lowell and Lawrence Area Offices and associated catchment areas.

### **PETS Service Components to be Provided:**

American Training will provide the following components of the PETS procurement.

- Work-Based Learning Experience/Internships:
- Job Exploration Counseling:
- Workplace Readiness Training:
- Counseling on Enrollment in Post-Secondary Education or other Comprehensive Transition Training Programs:

### **PETS Program Model Description-Overview:**

American Training will provide PETS services through a combination of classroom, curriculum-based, training and paid internship. Classroom curriculum-based training will address the PETS services areas of Job Exploration Counseling, Workplace Readiness Training and Counseling on Enrollment in Post-Secondary Education/Transition Training Programs. Job exploration counseling will also be provided through the use of worksite tours and hands on experience. The curriculum-based training is expected to last around 20 weeks during the school year and the paid internship is expected to be a Summer Internship. Internship will either be paid directly by the employer or through stipends associated with this procurement. This will be determined on a case by case basis.

## **PROVIDER PROFILE**

**Provider:**                **Arc of Opportunity of Central Massachusetts**  
564 Main Street, Fitchburg, MA 01420

**Program Contact:**    Tim Johnson and Karen Chiurri

**Contact Phone:**        978-343-6662 x1012

**Contact Email:**        [t.johnson@arcofoportunity.org](mailto:t.johnson@arcofoportunity.org) / [k.chiurri@arcofoportunity.org](mailto:k.chiurri@arcofoportunity.org)

**PETS Geographical Service Area :** Fitchburg Area Office and associated catchment area.

**PETS Service Components to be Provided:** Arc of Opportunity will provide the following services under this procurement.

- Work-Based Learning Experience/Internships:
- Job Exploration Counseling:
- Workplace Readiness Training:

### **PETS Program Model Description-Overview:**

The Arc of Opportunity will provide services through individualized assessment services, classroom curriculum, work site visits and employer based work experience. Services include assessment and person centered career planning, curriculum based hard and soft skills training, job seeking skills training, benefits planning, travel training, employer site visits and a paid internship. Funding for paid internships will be through a combination of employer payroll as well as stipends from the Arc of Opportunity funded through this procurement.

## **PROVIDER PROFILE**

**Provider:**                **Community Workshops, Inc. d/b/a Community Work Services**  
174 Portland Street, Boston, MA 02114

**Program Contact:**    Shannon Teles/Stephanie O'Shea

**Contact Phone:**        617-720-2233

**Contact Email:**        [steles@cwsne.org](mailto:steles@cwsne.org) (Shannon) [soshea@cwsne.org](mailto:soshea@cwsne.org) (Stephanie)

**PETS Geographical Service Area :** Somerville, Boston and Roxbury Area Offices and corresponding catchment areas.

### **PETS Service Components to be Provided:**

CWS will provide the following services under this procurement.

- Work-Based Learning Experience/Internships:
- Job Exploration Counseling: Counseling, guidance, and training provided to high school students
- Workplace Readiness Training:

### **PETS Program Model Description-Overview:**

A sixteen week program that will include eight weeks of classroom instruction and eight weeks of work based learning. Classroom instruction will focus on a workplace readiness curriculum. Job exploration counseling will occur both as part of the classroom work, individual job counseling, exposure to the CWS environmental services and catering business operations and job site visits. Work based learning will be completed through paid internships with CWS' employer partners. CWS will manage the payroll through contract dollars associated with this procurement. CWS will provide job coaching as needed during the paid internships.

## **PROVIDER PROFILE**

**Provider:** Jewish Vocational Services  
75 Federal Street Boston MA 02110

**Program Contact:** Madeline Wenzel, Director, Disability Services

**Contact Phone:** 617-399-3131

**Contact Email:** Mwenzel@jvs-boston.org

**PETS Geographical Service Area:**  
Greater Boston (Boston, Roxbury, Somerville, Braintree Area Office)

**PETS Component to be Provided:**

- Work-Based Learning Experience/Internships
- Job Exploration Counseling
- Workplace Readiness Training

### **PETS Program Model Description – Overview:**

#### **Service Model**

JVS proposes to serve high school students with disabilities referred by MRC counselors. We will expand our proven, successful model of Transitions to Work-continuously improved by our experience over the past 20 cycles-to 7 cycles per year, serving a total of 56 young adults with disabilities. An average of 2 participants per cycle will be MRC participants through PETS/WIOA. Although we can serve any high school students ages 16-22, we anticipate that we will mostly be serving 18-22 year olds who are closer to aging out and transitioning into the community. Participants will be placed into the cycle that most closely matches their interests and abilities, as the employer partners and internship opportunities vary by cycle. As JVS adds additional employer partners, the length of the training may vary slightly based on the needs identified.

*Work-Based Learning Experience/Internships:* All training and internship activities take place at the employer site. JVS staff works with an employer to analyze targeted jobs and identify the skills needed to succeed in those jobs, then designs training held at employer sites to give participants the necessary core/job-specific skills. The training is a combination of workplace readiness training and an internship experience. During weeks 1-2, participants meet department managers and learn about internship opportunities. By the end of week 2, participants are matched with internship placements and meet their mentor, an employee from their department who will train and supervise them. Participants move from initially shadowing their mentors to learn about the job, then working side-by-side with their mentors, to working increasingly independently. Hours worked in the internship regularly increase from weeks 3-12.

*Job Exploration Counseling:* Program staff work with high school students who are nearing transition to determine which available employer-based training best suits their interests and abilities. Throughout the training and internship, youth participate in individual and group goal setting and reflection activities that help them learn about a range of jobs and the skills they require. For example, internship opportunities in a nursing home may include dietary services, patient care, facilities, and office operations. Participants gain experience through their particular internship but also learn about their peers' experiences, and have a wider array of information to consider in setting their employment goals.

*Workplace Readiness Training:* Weeks 1-2 of the training are primarily workplace readiness training and job exploration counseling, and the program schedule is generally M-F 10-3, for 25 hours per week. During weeks 3-12, the program combines an onsite classroom component with individual internships, which vary in total hours and schedule. During weeks 3-5, total program hours are 11-15 per week, increasing to 13-19 hours in weeks 5-8 and 15-23 hours in weeks 9-12. Training includes soft skills, life skills, vocational topics such as customer service, employer-specific topics (e.g. hand hygiene), and job search training such as resume development, job application completion, and interview preparation. Please see section 3: Curriculum and the attached sample curriculum for a detailed list of topics, exercises, and tools.

The ultimate goal of Transitions is to equip young people with disabilities with the skills to compete for high demand openings on equal terms with their peers without disabilities, while building their overall job readiness through training and internships. Successful completion of the PETS/WIOA program components is defined as follows:

*Work-Based Learning Experience/Internships:* Participant completes all weeks of internship experience.

*Job Exploration Counseling:* Participant develops personal goals and assesses own progress.

*Workplace Readiness Training:* Participant attends all weeks of training.

In addition to training and internship, Transitions staff provides ongoing case management and support services to graduates placed in employment or internships. The type of support ranges from side-by-side coaching as needed to adjust to a new job to jobsite visits, phone calls, scheduled office meetings or regular communication with a supervisor. JVS has also developed and implemented work plans that help students be more successful on the job. These post-placement services are supplemented by the offer of job mediation services to employers to supplement their efforts to upgrade the skills of participants and to ensure that changes in job requirements do not jeopardize a person's ability to perform to employer expectations and retain employment.

The internship placement is an unpaid work experience. However, the Transitions to Work program continues after internship completion, providing job search assistance and placement.

## **PROVIDER PROFILE**

**Provider:**                **Northeast Arc, Inc.**  
64 Holten Street, Danvers, MA 01923

**Program Contact:**    Lisa Leo

**Contact Phone:**        978-750-1436 x3060

**Contact Email:**        [LLeo@ne-arc.org](mailto:LLeo@ne-arc.org)

**PETS Geographical Service Area :** Salem MRC Office and associated catchment area.

### **PETS Service Components to be Provided:**

Northeast Arc, Inc. will provide the following services under this procurement.

- Work-Based Learning Experience/Internships
- Job Exploration Counseling
- Workplace Readiness Training

### **PETS Program Model Description-Overview:**

Services will focus on Job Exploration, Work Readiness Training and a Work Based Learning Experience. Job Exploration will include an opportunity for students to participate in work trials in different areas of industry and obtain a community based situational assessment. Classroom curriculum will also address Job Exploration. Workplace readiness training will be addressed through classroom curriculum that will focus on topics such as job seeking skills, employment rights and skills, technology, travel training and more. Work Based Learning will occur through paid internship opportunities for students. Every effort will be made to secure community based internship opportunities that are paid by the employer but in the cases where this is not possible, NE Arc will pay students a stipend budgeted from this procurement. Following the end of the internship, students will return to the classroom to develop an individualized workplace job plan which will be the final takeaway from the PETS services.



## **PROVIDER PROFILE**

**Provider:** Northeast Independent Living Program, Inc.  
20 Ballard Road. Lawrence, MA 01843.

**Program Contact:** June Sauvageau

**Contact Phone:** 978-687-4288

**Contact Email:** [jsauvageau@nilp.org](mailto:jsauvageau@nilp.org)

**PETS Geographical Service Area :** Lowell and Lawrence Area Offices and associated catchment areas.

### **PETS Service Components to be Provided:**

NILP will provide the following services as part of this procurement.

- Work-Based Learning Experience/Internships
- Job Exploration Counseling
- Workplace Readiness Training

### **PETS Program Model Description-Overview:**

Services will be provided through four stages. Workplace readiness training will be addressed through assessment and soft skills training. This will be provided in a classroom, curriculum-based setting. Job exploration counseling will be provided through employer visits and job shadowing, presentations by working peers and employers and may include an employer based situational assessment; based on need and availability. This stage will also be used to develop individualized internship sites. Work based learning will be provided through utilizing competitive employment / internships. Students will be placed for in competitive employment sites for a minimum of 12 hours per week. Job coaching will be provided as necessary. Students will either be paid directly by the employer or by NILP through a stipend associated with this procurement. Finally a post assessment process will be conducted to provide students with an employment evaluation and recommendations for future vocational planning.

## **PROVIDER PROFILE**

**Provider:**                **Triangle, Inc.**  
420 Pearl Street, Malden, MA 02148

**Program Contact:**    Rosa Ordaz

**Contact Phone:**        781-388-4354

**Contact Email:**        [rordaz@triangle-inc.org](mailto:rordaz@triangle-inc.org)

**PETS Geographical Service Area :** Malden Area Office and associated catchment area

### **PETS Service Components to be Provided:**

Triangle will provide the following services under the PETS Procurement

- Work-Based Learning Experience/Internships
- Job Exploration Counseling
- Workplace Readiness Training
- Self-Advocacy/Mentoring Instruction

### **PETS Program Model Description-Overview:**

Students served through this procurement will attend a Career Readiness Bootcamp, advocacy sessions led by trained youth advocates, a six week Work Based Learning Experience and Job Exploration Counseling. Career Readiness Bootcamp will focus on a Work Readiness Training curriculum that includes handling changing work environments, time management, job seeking skills training, work communication, self-care, and more. Self-Advocacy classes will focus on preparing participants to be actively engaged in their community and will include topics such as financial literacy, goal setting, political literacy, media literacy, disability issues and more. Work Based Learning Internships will be paid or unpaid internships. Triangle plans to work with community employers and local towns to develop paid internships for program participants and plans to utilize a stipend system for cases where the employer is not able to pay for the internship directly. This stipend will come from money budgeted in this procurement. Finally, Job Exploration counseling will be provided following both the Bootcamp and the Internship. In this component, Triangle will work with each program participant individually to focus on learning, feedback and recommendations based on the student's experience and Triangle's vocational expertise.

## **PROVIDER PROFILE**

**Provider:**                **Work Opportunities Unlimited**  
114 Locust St., Dover, NH 03820

**Program Contact:**    Ryan Mountain, Vice President

**Contact Phone:**        603-767-6948

**Contact Email:**        [RMountain@workopportunities.net](mailto:RMountain@workopportunities.net)

**PETS Geographical Service Area:** Braintree/Brockton, Fall River, Framingham, Milford, New Bedford, Taunton, and Worcester.

### **PETS Component to be Provided:**

- Work-Based Learning Experience/Internships
- Job Exploration Counseling
- Workplace Readiness Training

### **PETS Program Model Description – Overview:**

#### **Service Model:**

The service for each student begins with a person-centered plan, progresses to job seeking skills training, and then participation in either a temporary internship or a permanent paid placement. In our experience, we tend to see the internships being requested and provided to younger students, while the job placements are secured for students in their final year of high school. The job seeking skills training has been and can be done either 1:1 or in a group setting, depending on the preference of the school district and the number of students referred. All services are scheduled around the regular class schedule of the student and have been provided within the school or in community locations such as libraries, one stop career centers, and/or businesses. The goal is to provide the selected services for each student within a school year. Often times, the student will be referred in subsequent years to progress from internship completion to securing an actual paid position.

Work Opportunities Unlimited is proposing to provide services to students annually in each of our current service locations and surrounding areas. The total number of students served per year would be 48.

#### **Job Exploration Counseling and Workplace Readiness Training Classes:**

The training classes can be provided concurrently with the Person-Centered Plans being created 1:1 with each student. Each of the students in each geographical region will be enrolled in the Workplace Readiness Classes, which will take place 1 hour per week for 6 weeks in an integrated setting. The classes will take place in either the school setting or in a community setting such as a library and/or a one stop career center. At the conclusion of the 6 weeks, students completing each of the 6 workshops/classes will be given a Certificate of Completion.

## **~SOUTH DISTRICT~**

FRANK S. BENEVIDES

DISTRICT SUPERVISOR

GREATER FALL RIVER AREA OFFICE ANNEX

170 PLEASANT ST. - 3<sup>RD</sup> FLOOR

FALL RIVER, MA 02721

(508) 678-9041 x-20

FAX: (508) 676-2734

## **PROVIDER PROFILE**

**Provider:** Attleboro Enterprises  
284 John Dictsch Boulevard, North Attleboro, MA 02763

**Program Contact:** Gerard Pilkington, President and CEO

**Contact Phone:** 508-695-4046 X114

**Contact Email:** [jpilkington@attleboroenterprises.org](mailto:jpilkington@attleboroenterprises.org)

**PETS Geographical Service Area:** Bristol County, Massachusetts.

### **PETS Component to be Provided:**

- Work-Based Learning Experience/Internships
- Job Exploration Counseling
- Workplace Readiness Training

### **PETS Program Model Description – Overview:**

#### **Service Model**

AEI will provide the three program components required in the RFR to forty (40) students on an annual basis from the following school systems: Attleboro, Dighton-Rehoboth, Foxboro, Mansfield, North Attleboro, Norton, Seekonk, Somerset, and Swansea. The service model will run twice per year with twenty (20) students in each session. Eligible students will be referred to AEI by MRC Area Office Vocational Rehabilitation Counselors. Students entering the program must have a long-term goal of competitive employment in the community, commit to complete all three phases of the program model, and assume responsibility for transportation to and from internship sites.

AEI's Transition Specialist will conduct an initial intake for each student referred to the program, which will include the Brigance-Transition Skills Inventory (TSI). The Transition Specialist will also work with students to assess work interests, strengths, and skills. This initial intake provides a baseline for each student in the program and will assist in the development of internship opportunities.

#### **Work Readiness Training Component**

All students will complete a mandatory four-week, work readiness training for three hours each week prior to beginning work based internships. While ideally these sessions will take place during the school day, AEI will accommodate afterschool hours as needed. Additionally, AEI will work with partner schools to select classroom locations which meet the needs of participating students and the schools. Potential classroom locations include an existing AEI facility or locations leased by AEI, such as Fisher College. In those cases where students will attend outside school settings, AEI will work with the schools and the students to arrange transportation to the classrooms.

The initial training will be delivered by AEI's Instructor/Job Coach and will focus on skills which will prepare students for their internships. The James Stanfield Job Smart 1 & 2 will be used to build skills in areas where young people often struggle on their first job. Some examples of topics covered in this curriculum are:

- Respecting work rules
- Being on time
- Following instructions
- Maintaining proper hygiene
- Taking responsibility for mistakes
- Staying at assigned work stations
- Avoiding personal call
- Appropriate interpersonal behaviors
- Work-place safety

### **Work-Based Learning Experiences (Internships)**

Students enrolled in the program will complete an average of two four-week internships, averaging nine (9) hours per week and weekly stipends for each student completing the nine hours of internship.

AEI's has a proven record of developing jobs that meet the needs of MRC consumers. AEI currently enjoys relationships with large national chains such as Lowe's, McDonald's, Target, Tommy Hilfiger, Home Depot and Panera; regional chains such as Dunkin Donuts, Stop & Shop, Market Basket and Shaw's Market; and local businesses and non-profits such as The Artcraft Company, Ouellette Industries, Larson Tool and Stamping, The Lafayette House, The Arc of Bristol County, and the Pond Horne.

The program will offer internships focused on core areas of employment such as food service, clerical, retail, maintenance, and health and human services. Data collected from each student's intake assessment is used to develop internships that best fit the interests of the students while offering appropriate environments and tasks to evaluate basic work readiness. AEI staff will work with each student and their family to coordinate transportation, including having students use stipends they receive for participating in internships to pay for buses, cabs, etc.

For the internship portion of our program, AEI will work with intern site personnel using the Massachusetts Work-Based Learning Plan (MWBLP) to set a core standard for evaluation, to identify individual goals, and to assess progress and attainment of those goals. At the end of an internship, the Transition Specialist and intern site personnel will evaluate each individual and share and discuss the results of this evaluation with participants. In addition to MWBLP criteria, the evaluation will also include:

- Stamina and Endurance
- Time Management
- Effective use of transportation
- Family/External supports

**Work Readiness Training (Phase 2):**

In the second phase of our training program, students will return to the classroom for six additional weeks of instruction, three hours per week. The second phase of the curriculum will again use the James Stanfield Job Smart 1 to discuss and develop job search skills and interview skills. In addition, students will practice filling out written and online job applications and begin to build a professional resume. Students will participate in interviews with local employers. These informational interviews will be conducted as though a student was applying for a position at the employer's company.

Employers will provide actionable feedback and insight which will help the student develop successful interviewing skills when seeking competitive community employment.

Experiences at internship sites will be used to illustrate and discuss issues of interpersonal relationships at work. Proper workplace conduct will be covered, and the Instructor/Job Coach will conduct a classroom session on Sexual Harassment.

**Job Exploration Counseling**

Job Exploration Counseling will be conducted in a fashion similar to a Vocational Rehabilitation

Intake, such as those AEI uses with adult MRC referrals. Students will set up appointments and meet individually with the Transition Specialist prior to discharge from the program. The Transition Specialist will gather pertinent information including:

- Brigrance Score
- Interests, Skills and Experience
- Assessments on classroom performance completed by the Instructor/Job Coach
- Mass Work Based Learning Plans from all internship employers
- The 411 on Disability Disclosure outcome
- IEP
- Other relevant reports or data

Each program participant will exit the program with IEP Transition Plan goals which reflect skill growth areas for the student. In addition, students will take away an actionable Job Placement Plan and professional resume.

**Criteria for Successful Completion**

In order to successfully complete the program, a student must:

- Participate in initial intake and assessment
- Complete a minimum of twenty-seven (27) hours of classroom instruction
- Complete a minimum of sixty (60) internship hours
- Have a minimum of one (max of 3) complete Mass Work Based Learning Plan(s)
- Must be discharged from Job Exploration by the Transition Specialist
- Have a Transition Plan resulting from the Brigrance-Transition Skills Inventory
- Complete a professional resume
- Demonstrate understanding and awareness of disability disclosure

## **PROVIDER PROFILE**

**Provider:** Cape Abilities, Inc.  
895 Mary Dunn Road, Hyannis, MA 02601

**Program Contact:** Tom Zurn

**Contact Phone:** 508-778-5040

**Contact Email:** [tturn@capeabilities.org](mailto:tturn@capeabilities.org)

### **PETS Geographical Service Area:**

Cape Cod and the Islands (MRC Hyannis Area office and associated catchment area)

### **PETS Component to be Provided:**

- Work-Based Learning Experience/Internships
- Job Exploration Counseling
- Workplace Readiness Training

### **PETS Program Model Description – Overview:**

#### **Service Model:**

Cape Abilities will offer Work Place Readiness Training; Job Exploration/Counseling, and a Work Based Learning Experience/Internship to high school students with disabilities between the ages of 16 to 22. Each module will be addressed over a four month period in a progressive model and individualized to the student's needs.

#### **Work Place Readiness Training**

Each student will receive 24 hours of classroom/field soft skills training. This training will focus on vocational interest, workplace presentation, how to conduct a job search, resume and application writing, interview skills, and work place social skills.

Approximately 4 hours will be dedicated to each module. Two of those hours will take place in an instructional setting (which may be in the field) and 2 hours in the field.

These training sessions may be conducted 1:1 or in a small group no larger than 4 students. The expectation for all of the work place readiness training is to provide educational instruction and the opportunity to apply what the students learn within business sites throughout the Cape Cod communities.

#### **Job Exploration/Counseling**

During job exploration a student will be given 4 four situational vocational assessments focused on their desired vocations of choice. Each assessment will increase in length, complexity, and social engagement. At the end of the assessment process, a student's final assessment report will include recommendations on needs, accommodations and supervision required for community employment. In conjunction with the vocational assessment, the student will also complete a vocational interest inventory and have



access to a career video library to learn the skills and education required to become employed in their desired vocation.

### **Work Based Learning Experience/Internships**

Each student will have the opportunity to participate in an 8 week paid internship for a total of 12 hours per week. The students will be paid \$9.00 per hour. Cape Abilities will work with the students, teachers and the MRC vocational counselors to arrange for the dates and times of each internship. The 8 week internships can be scheduled within the summer session, within the schoolday and after school. The internship location can be selected from existing business locations or can be designed/chosen by the student. Cape Abilities has identified potential internships within the following areas.

- Culinary/Food Preparation
- Landscaping/Maintenance
- Sales Associate
- Hydroponic Farming

All transportation for the internships will be arranged/provided by Cape Abilities. Sites that have already been identified for the internships include but are not limited to are:

1. Centerville Pie
2. Wood Hole Oceanographic Institute
3. Cape Abilities Farm
4. Independence Cafe
5. Cape Abilities Farm to Table Market
6. Westies
7. Walmart
8. Atria

Criteria for completing the Internship:

1. Meets with PETS coordinator to evaluate options.
2. Meets with PETS coordinator to select internship.
3. Completes all paperwork to receive payment for internship.
4. Meets with PETS coordinator to create schedule.
5. Meets his/her supervisor for internship.
6. Discusses work place rules of business.
7. Signs code of conduct agreement.
8. Receives in writing his/her internship schedule.
9. Attends 90% of all scheduled work days.
10. Completes daily responsibilities of job description. Daily tasks sheets will be individualized to the student and job description Tasks will be modified as needed and coaching will be given as needed.
11. Students will be given weekly progress notes outlining areas of accomplishment and areas of work focus for the following week.
12. Fills out weekly time card for internship.

## **PROVIDER PROFILE**

**Provider:** Cerebral Palsy of Massachusetts, Inc.  
600 Technology Center Drive, Stoughton, MA 02072

**Program Contact:** Linda Andrade, Program Director

**Contact Phone:** 781-297-5444

**Contact Email:** [landrade@masscp.org](mailto:landrade@masscp.org)

### **PETS Geographical Service Area:**

MRC Greater Brockton, Taunton, Plymouth, Braintree area offices and associated catchment area

### **PETS Component to be Provided:**

- Work-Based Learning Experience/Internships
- Job Exploration Counseling
- Workplace Readiness Training
- Self-Advocacy and Mentoring Instruction
- Counseling on Enrollment in Post-Secondary Education or Other Comprehensive Transition Training Programs.

### **PETS Program Model Description – Overview:**

#### **Service Model**

Competitive Employment is defined as a job in an integrated, community- based work setting where an employer compensates the recipient of employment services with wages and benefits comparable to those received by other workers in similar positions.

CPM/Options is committed to promoting social and economic self-sufficiency through the provision of Employment information, experiences and training services.

A PETS client will have an opportunity to learn many different work based tasks and environments based on results of person centered planning which can involve the client's team. The employment/business community will be supported to pay a fair wage for the duration of the work based learning experience at all times whenever possible. It may also be at this time, that Options assists the employer to link up with Mass Rehab Commission to become a Vendor who can participate in On the Job Training Funds. Options will also insure that Work Opportunity Tax Credit is accessed if appropriate and hiring is supported during all phases until success. Natural supports will be facilitated at the workplace as well as individualized plans of support of the client and also the employer. This partnership will foster great work relationship and productivity for the benefit of the employer and the client. Immediate and ongoing supports are tailored towards the student/youth.

Another aspect of service delivery will be on location at Cerebral Palsy of Mass or at an identified community location. Options will be creative to involve community resources and locations which can share real life work experiences.

The PETS program consists of five separate Services, each associated with a specific Client outcome. Options will deliver all Services: Work-Based Learning Experiences, Job Exploration Counseling, Workplace Readiness Training, Self-Advocacy and Mentoring Instruction and Counseling on Enrollment in Post-Secondary Education or Other Comprehensive Transition Training Programs.

### **Underserved Languages**

Options plans to serve students who speak Spanish and American Sign Language. Options also has other language capabilities such as Portuguese Creole, Haitian Creole, Russian, Mandarin Chinese, Kinner on a limited basis available for planning meeting and some additional services as needed. Upon identification of language need, Options will expand staff as appropriate to best serve client.

## **PROVIDER PROFILE**

**Provider:**                **Community Connections, Inc.**  
127 Whites Path, South Yarmouth, MA 02664

**Program Contact:**    Joseph Krajewski

**Contact Phone:**        508-362-1140 x1104

**Contact Email:**        [jkrajewski@communityconnectionsinc.org](mailto:jkrajewski@communityconnectionsinc.org)

**PETS Geographical Service Area:** MRC Fall River, New Bedford, Plymouth, and Cape Cod/Islands area offices and associated catchment area

### **PETS Component to be Provided:**

- Work-Based Learning Experience/Internships
- Job Exploration Counseling
- Workplace Readiness Training

### **PETS Program Model Description – Overview:** **Service Model**

#### **Workplace Readiness Training:**

CCI proposes that this training take place in a small group setting; not to exceed four students. These classes would be offered four to five times per year based on the particular school department's scheduling practices and would include a provision to offer the class in a summer session. Key elements of this training include topics such as: Goal Setting and Career Choices, Introduction to Resume Writing, How to Apply for a Job, Introduction to the Job Interview, Review of Critical Job Competencies (punctuality, attendance, having a positive attitude, appearance, interpersonal skills, completing tasks effectively, getting to and from work, the need for basic computer skills) and the role they play in being successfully employed. It is anticipated that students will spend (5) of hours per week for a total of (4) weeks to complete all course work. CCI will utilize a pre/post test to determine when students are ready to move on to Job Exploration and/or Work-Based Learning Experience.

**Job Exploration Counseling:** CCI is proposing that this component be completed on a 1:1 basis with the student. The "Person-Centered Discovery" process that will be utilized to search out what is truly important to and about a person and what capacities and skills that individual possesses. It is values based with the knowledge that each and every individual has unique capacities and skills. It focuses on a positive vision for the future of the person based on his/her strengths, preferences, and capacities for acquiring new skills, abilities, and personality.

Key elements also include the administering of Career Interest and Aptitude identifying and researching career interests, learning how to utilize local labor market information, completing a resume, further interview skills instruction, and how to search for

employment. How this service is delivered will be determined based on the functioning level of the student. It is anticipated that this element will take approximately 16 hours.

**Work-Based learning Experience/Internships:**

Based on the students individual outcomes of the Workplace Readiness and Career Exploration, a plan will be developed to provide the student with Work-Based Learning Opportunities. CCI proposes that a student will have the opportunity to participate in this component on three levels based on their current situation.

Level 1: Situational Work Assessment-Students are provided the opportunity to participate in two to three short three to six hour community-based situational work assessment. This allows the student to experience a real work experience and allows CCI to further assess the skills needed for the student. These will be unpaid assessments and be utilized for students who have a combination of the following: no prior work history, no identified career interests, or appear to lack knowledge and/or understanding of critical work habits.

Level 2: Community Based Work Internship-For students who have identified an employment interest, CCI will work to develop an appropriate community based internship that will allow for the student to gain further information and knowledge regarding the particular career interest. The time and duration of the internship will be influenced by the support needs of the student and the availability of the internship. It is anticipated that internship will last ten weeks. It is anticipated that student will participate in the internship per week. CCI is proposing that the student be paid an Internship stipend.

Level 3: Community Based Employment-For students who are determined to be "job ready," CCI proposes that they are moved in to a job development status where they work individually with a job developer to secure a community based job that meets their employment interests.

CCI can be flexible in terms of time and locations of services. CCI's preference would be to work directly with the students in the school setting, however would be able to make meeting space available if necessary. CCI will offer these services twelve months per year.

## **PROVIDER PROFILE**

**Provider:**                    **Community Workshops, Inc. d/b/a Community Work Services**  
174 Portland Street, Boston, MA 02114

**Program Contact:**    Shannon Teles/Stephanie O'Shea

**Contact Phone:**        617-720-2233

**Contact Email:**        [steles@cwsne.org](mailto:steles@cwsne.org) (Shannon) [soshea@cwsne.org](mailto:soshea@cwsne.org) (Stephanie)

**PETS Geographical Service Area :** Somerville, Boston and Roxbury Area Offices and corresponding catchment areas.

### **PETS Service Components to be Provided:**

CWS will provide the following services under this procurement.

- Work-Based Learning Experience/Internships:
- Job Exploration Counseling: Counseling, guidance, and training provided to high school students
- Workplace Readiness Training:

### **PETS Program Model Description-Overview:**

A sixteen week program that will include eight weeks of classroom instruction and eight weeks of work based learning. Classroom instruction will focus on a workplace readiness curriculum. Job exploration counseling will occur both as part of the classroom work, individual job counseling, exposure to the CWS environmental services and catering business operations and job site visits. Work based learning will be completed through paid internships with CWS' employer partners. CWS will manage the payroll through contract dollars associated with this procurement. CWS will provide job coaching as needed during the paid internships.

## **PROVIDER PROFILE**

**Provider:** Jewish Vocational Services  
75 Federal Street Boston MA 02110

**Program Contact:** Madeline Wenzel, Director, Disability Services

**Contact Phone:** 617-399-3131

**Contact Email:** Mwenzel@jvs-boston.org

**PETS Geographical Service Area:**  
Greater Boston (Boston, Roxbury, Somerville, Braintree Area Office)

**PETS Component to be Provided:**

- Work-Based Learning Experience/Internships
- Job Exploration Counseling
- Workplace Readiness Training

### **PETS Program Model Description – Overview:** **Service Model**

JVS proposes to serve high school students with disabilities referred by MRC counselors. We will expand our proven, successful model of Transitions to Work-continuously improved by our experience over the past 20 cycles-to 7 cycles per year, serving a total of 56 young adults with disabilities. An average of 2 participants per cycle will be MRC participants through PETS/WIOA. Although we can serve any high school students ages 16-22, we anticipate that we will mostly be serving 18-22 year olds who are closer to aging out and transitioning into the community. Participants will be placed into the cycle that most closely matches their interests and abilities, as the employer partners and internship opportunities vary by cycle. As JVS adds additional employer partners, the length of the training may vary slightly based on the needs identified.

*Work-Based Learning Experience/Internships:* All training and internship activities take place at the employer site. JVS staff works with an employer to analyze targeted jobs and identify the skills needed to succeed in those jobs, then designs training held at employer sites to give participants the necessary core/job-specific skills. The training is a combination of workplace readiness training and an internship experience. During weeks 1-2, participants meet department managers and learn about internship opportunities. By the end of week 2, participants are matched with internship placements and meet their mentor, an employee from their department who will train and supervise them. Participants move from initially shadowing their mentors to learn about the job, then working side-by-side with their mentors, to working increasingly independently. Hours worked in the internship regularly increase from weeks 3-12.

*Job Exploration Counseling:* Program staff work with high school students who are nearing transition to determine which available employer-based training best suits their interests and abilities. Throughout the training and internship, youth participate in individual and group goal setting and reflection activities that help them learn about a range of jobs and the skills they require. For example, internship opportunities in a nursing home may include dietary services, patient care, facilities, and office operations. Participants gain experience through their particular internship but also learn about their peers' experiences, and have a wider array of information to consider in setting their employment goals.

*Workplace Readiness Training:* Weeks 1-2 of the training are primarily workplace readiness training and job exploration counseling, and the program schedule is generally M-F 10-3, for 25 hours per week. During weeks 3-12, the program combines an onsite classroom component with individual internships, which vary in total hours and schedule. During weeks 3-5, total program hours are 11-15 per week, increasing to 13-19 hours in weeks 5-8 and 15-23 hours in weeks 9-12. Training includes soft skills, life skills, vocational topics such as customer service, employer-specific topics (e.g. hand hygiene), and job search training such as resume development, job application completion, and interview preparation. Please see section 3: Curriculum and the attached sample curriculum for a detailed list of topics, exercises, and tools.

The ultimate goal of Transitions is to equip young people with disabilities with the skills to compete for high demand openings on equal terms with their peers without disabilities, while building their overall job readiness through training and internships. Successful completion of the PETS/WIOA program components is defined as follows:

*Work-Based Learning Experience/Internships:* Participant completes all weeks of internship experience.

*Job Exploration Counseling:* Participant develops personal goals and assesses own progress.

*Workplace Readiness Training:* Participant attends all weeks of training.

In addition to training and internship, Transitions staff provides ongoing case management and support services to graduates placed in employment or internships. The type of support ranges from side-by-side coaching as needed to adjust to a new job to jobsite visits, phone calls, scheduled office meetings or regular communication with a supervisor. JVS has also developed and implemented work plans that help students be more successful on the job. These post-placement services are supplemented by the offer of job mediation services to employers to supplement their efforts to upgrade the skills of participants and to ensure that changes in job requirements do not jeopardize a person's ability to perform to employer expectations and retain employment.

The internship placement is an unpaid work experience. However, the Transitions to Work program continues after internship completion, providing job search assistance and placement.



## **PROVIDER PROFILE**

**Provider:** M. O. L.I.F.E., Inc.  
43 Daniel St., Fairhaven, MA 02719

**Program Contact:** Ivan Brito

**Contact Phone:** 508-992-5978

**Contact Email:** ibrito.molife@comcast.net

**PETS Geographical Service Area:** Greater New Bedford area including New Bedford, Fairhaven, Dartmouth, Westport, Acushnet, Rochester, and Marion.

### **PETS Component to be Provided:**

- Work-Based Learning Experience/Internships
- Job Exploration Counseling
- Workplace Readiness Training

### **PETS Program Model Description – Overview:**

#### **Service Model**

The service model that we will utilize to service the high school students under this RFR will be similar to our current service model. Currently we provide vocational rehabilitation assessments, job exploration counseling, work-readiness training along with job development and job placement. The students referred will be placed into competitive work-based experience at various employers in our community. M.O., L.I.F.E., Inc. has a network of employer that will utilize to place the students. We will strive to place all the students into a paid competitive work-based experience. The Job exploration process will include various steps to engage and evaluate the employment interest of each student.

#### **Job Exploration Counseling:**

M.O., L.I.F.E., Inc. will utilize different job exploration tools in the community to provide students with real world experience. Some of these tools are: Informational Interviewing: Informational interviewing involves meeting with an employer, not for a job interview, but simply to gather information about the business. It is a wonderful way to increase job seekers' knowledge of a field; it also provides the opportunity to gain experience interacting with employers without the pressure of a hiring decision. Job Tours: Similar to informational interviewing, touring various businesses exposes the job seeker and staff to a variety of jobs and work environments.

*Job Shadowing:* Job shadowing involves spending time observing an individual as he/she performs a job. This can last for an hour, an entire work day, or a series of days, depending on the nature of the job and the level of interest of the job seeker.

*Resume writing:* The employment specialist will write a functional resume. During the resume writing session each student will learn the skills needed to write a resume.

Interviewing skills- students will receive interview skills training. These trainings are designed to provide valuable information that can be utilized in an interview. Students will also participate in mock interviews, where they have the opportunity to ask questions they may have regarding the interview process. M.O., L.I.F.E., Inc. will utilize actual employers from the community to do mock interviews and critiques the students on their performance. Hands on job skills training- our agency provides a variety of job training skills depending on the individual's employment interest and goals. We rely on several affiliations for information and exploration of training and job development. For example, we utilize the Fairhaven Fire Department for yearly meetings for Fire Safety Training through Firefighter Todd Correia. We also utilize the professional members of the Rotary Clubs for interview training and job placement.

M.O. L.I.F.E., Inc. will work with 6 students per session/class which will include a paid work experience and/or paid internship for a period of between 7 weeks. Our goal is for the employer to pay the students directly. In the event the employer cannot pay the students M.O., L.I.F.E., Inc. will make all efforts to pay the students a weekly stipend.

## **PROVIDER PROFILE**

**Provider:**                      **Work Inc.**  
25 Beach St., Dorchester, MA 02122

**Program Contact:**       Sharon Smith/Eugene Gloss  
**Contact Phone:**        617-691-1503

**Contact Email:**        [ssmith@workinc.org](mailto:ssmith@workinc.org) (Sharon) [egloss@workinc.org](mailto:egloss@workinc.org) (Eugene)

**PETS Geographical Service Area:** Greater Boston, South Shore and South Coastal areas (MRC Boston, Roxbury, Braintree, Plymouth, New Bedford, and Fall River area offices and associated catchment area)

**PETS Component to be Provided:**

- Work-Based Learning Experience/Internships
- Job Exploration Counseling
- Workplace Readiness Training

**PETS Program Model Description – Overview:**  
**Service Model**

Work Inc.'s School to Work Program Services for all students include but are not limited to; Discovery Activities, Mentoring Work Discovery, Vocational Profiles, Job Shadows, Service learning, Travel Training, Creating a Visual Resume, Self-Employment Plan, Work Experience and Paid Internships.

Students will be guided through a process that is based on their individualized interests, talents, and conditions for success. The first phase of this process will involve self-assessment, interest inventories, future vision statements and workplace readiness training. Through various curriculums, community and business tours, points of civil engagement and paid internships, students will be exposed to a range of career clusters they begin to employ their vocational learning in real world settings. Staff and students will collaborate to uncover what works for the student and what doesn't- where do they thrive, and what is needed to continue that success.

Paid work experience will start in the form of internships where staff would develop sites based on the student's interest. In developing these sites staff would conduct an employer needs analysis to ensure that the needs of the sites match the students interests and conditions, this creates a platform for student success. We use two approaches;

Matched Work Experiences- These would be matched to the student's interests regarding employment. These would serve to clarify and affirm interests as they relate to employment opportunities.

Customized Work Experiences- These would be matched in terms of the student's interests and for which either the conditions for success or the tasks offered to the Staff would also perform task analysis of core and episodic tasks expected of the student and coach students through expectations. Work Inc. would also negotiate with employers up front to ensure a natural trainer on site is appointed so that as much coaching and support as possible is provided and sustained within the work environment.

Each individual will complete the following components:

- Individualized Discovery activities
- Group Workplace Readiness Training
- Job Exploration Counseling
- Paid Internships.
- Development of Career Plan

In addition to English speaking students WORK Inc., will provide all the services described to students who are Deaf and communicate using American Sign Language (ASL).

## **PROVIDER PROFILE**

**Provider:**                **Work Opportunities Unlimited**  
114 Locust St., Dover, NH 03820

**Program Contact:**    Ryan Mountain, Vice President

**Contact Phone:**        603-767-6948

**Contact Email:**        [RMountain@workopportunities.net](mailto:RMountain@workopportunities.net)

**PETS Geographical Service Area:** Braintree/Brockton, Fall River, Framingham, Milford, New Bedford, Taunton, and Worcester.

### **PETS Component to be Provided:**

- Work-Based Learning Experience/Internships
- Job Exploration Counseling
- Workplace Readiness Training

### **PETS Program Model Description – Overview:**

#### **Service Model:**

The service for each student begins with a person-centered plan, progresses to job seeking skills training, and then participation in either a temporary internship or a permanent paid placement. In our experience, we tend to see the internships being requested and provided to younger students, while the job placements are secured for students in their final year of high school. The job seeking skills training has been and can be done either 1:1 or in a group setting, depending on the preference of the school district and the number of students referred. All services are scheduled around the regular class schedule of the student and have been provided within the school or in community locations such as libraries, one stop career centers, and/or businesses. The goal is to provide the selected services for each student within a school year. Often times, the student will be referred in subsequent years to progress from internship completion to securing an actual paid position.

Work Opportunities Unlimited is proposing to provide services to students annually in each of our current service locations and surrounding areas. The total number of students served per year would be 48.

#### **Job Exploration Counseling and Workplace Readiness Training Classes:**

The training classes can be provided concurrently with the Person-Centered Plans being created 1:1 with each student. Each of the students in each geographical region will be enrolled in the Workplace Readiness Classes, which will take place 1 hour per week for 6 weeks in an integrated setting. The classes will take place in either the school setting or in a community setting such as a library and/or a one stop career center. At the conclusion of the 6 weeks, students completing each of the 6 workshops/classes will be given a Certificate of Completion.

If a student should miss a class, the class content will be provided at another date either 1:1 or with any other students who had missed the same class as follows:

### **Work Based Learning Experience/Internships:**

Following the completion of the Job Exploration Counseling and Workplace Readiness Training, the student will begin his/her community-based internship in the field that was identified in the Person-Centered Plan. Following the Person Centered Plan completion, development of the identified job site will begin and proceed during the 6 week timeframe used for the Classes. The goal is for the internship to begin for each student immediately following the completion of the classwork. In some cases it may take longer to develop a site that matches the interests of the student depending on the prevalence of that industry within the desired geographic location.

Each internship will be an individual placement and will last 40 hours; and will be completed within the school year and/or summer. The weekly schedule and number of weeks to complete the 40 hours will be determined by the student's team, WOU, and the employer in order to ensure it fits conveniently within the student's class schedule and is acceptable to the employer. It is anticipated that each student's support needs at the internship will vary. WOU will provide direct support to the student in conjunction with natural supports at a level necessary to assess the student's strengths and needs within the industry, and to ensure both the student and the employer complete the 40 hours successfully. For the Internships, each student will be on the payroll of Work Opportunities Unlimited and will receive an entry-level pay rate for the industry and will be covered by Workers Compensation through WOU.

Transportation to and from the internship will be worked out cooperatively with school personnel, parents, and WOU. If necessary, WOU is prepared to provide transportation to and from the internships. Following the completion of the internship, the student will complete a self-assessment, the employer will participate in a feedback session that is documented, and WOU will provide a final Internship Report outlining the strength and need areas of the student relative to the industry. These documents will be submitted to the student and his/her IEP team to assist with the development and completion of post-secondary goals. Following the completion of the internship, Work Opportunities Unlimited would welcome the opportunity to provide job placement services to the student, either through MRC or directly through the school district. This type of service flow is typical for the services we currently provide to school districts.

### **Counseling on Enrollment in Post-Secondary Education:**

If identified by the student and his/her IEP team, the exploration of post-secondary education will be provided. This exploration will include researching post-secondary school options, which match the interests of the student. It will also include the coordination and assistance with tours at post-secondary institutions for the purposes of the student deciding if they are interested in applying to enroll at the institution.

## **~WEST DISTRICT~**

DAVID F. BROWN, DISTRICT SUPERVISOR

TIM ANDENMATTEN, DISTRICT SUPERVISOR

1 FEDERAL STREET, BUILDING 102-1

SPRINGFIELD, MA 01105

(413) 781-7420

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## **PROVIDER PROFILE**

**Provider:**                **Berkshire County Arc, Inc. BCARC**  
395 South St., Pittsfield, MA 01201

**Program Contact:**    Richard Hawes

**Contact Phone:**        413-499-4241

**Contact Email:**        [rhawes@bcarc.org](mailto:rhawes@bcarc.org)

**PETS Geographical Service Area:** Berkshire County

### **PETS Component to be Provided:**

- Work-Based Learning Experience/Internships
- Job Exploration Counseling
- Workplace Readiness Training

### **PETS Program Model Description – Overview:**

BCARC will provide the following pre-employment transition services:

- Work-Based Learning – work Internship opportunities will be established for students based on person centered interest and needs. The internships will last from 8-10 weeks and up to 20 hours per week, after school or during the summer season. The internships will benefit students who are interested in eventually obtaining competitive employment and are willing and able to commit to attending and finishing all sessions of the internship. Attempts will be made to pay the students via the company, but if not internships will be paid through stipends.
- Work Readiness Training – Students will be required to complete a four-part workplace readiness program either after school, during school breaks or over the summer. Training will occur in small groups (6 students per session) with a four-part series totaling 20 hours. Components include job searching skills, job application skills, interviewing/securing job skills and on-the-job soft skills training, to include social interactions in the workplace, effective communication and problem solving.
- Job Exploration Counseling – Involves completing an individual skills summary, career interest inventory, meetings with the individual, consultation with MRC Counselor/School, family or related services and a review of records. A person-centered career plan will be developed.

Major curriculum areas include: Job application process, job searching strategies, interviewing skills and securing a job, and on-the-job soft skills training



## **PROVIDER PROFILE**

**Program:**                **Berkshire Family and Individual Resources (BFAIR)**  
771 South Church St., North Adams, MA 01247

**Program Contact:**    Ethel Altiery

**Contact Phone:**        413-664-9382 ext. 28

**Contact Email:**        [ealtiery@bfair.org](mailto:ealtiery@bfair.org)

**PETS Geographical Service Area:** Berkshire County

### **PETS Components to be Provided:**

- Work-Based Learning Experience/Internships
- Job Exploration Counseling
- Workplace Readiness Training

### **PETS Program Model Description – Overview:**

Berkshire Family and Individual Resources (BFAIR) PETS service model includes the following:

- An individualized identification of employment areas of interest for each student
- Skills Assessment, e.g., assembly assessments for light industry, cleaning assessments for janitorial, filing and data input for office work.
- Job exploration of pre-set work environments in community-based businesses. Students will spend a pre-determined amount of time at selected community worksites observing the function of business, production and/or services offered and the work environment. They will shadow employees and supervisory staff within the workplace setting with opportunities to ask questions.
- Work Immersion Experience. This experience may range from learning the hiring process, to entering the workforce, to employer expectations and work assignments. Based on student performance, comfort level and employer satisfaction, BFAIR Employment Counselors would use a “planned fading method” individualized for each student. Counselors would gradually shadow students in decreasing increments, fostering both confidence and work independence. The ultimate goal is to have students receive the minimal amount of support necessary to ensure on-the-job success. Supports also include providing transportation as needed and pre-scheduled monitoring. This would be considered a paid internship.
- Weekly ongoing lectures/presentations will be offered to students. Includes topics such as appropriate workplace dress, hygiene, teamwork, adaptability, time management, stress management, conflict resolution, interviewing skills, transportation, benefits, etc.

The PETS program will include an 8 week internship program (20 hours week/minimum wage). Total Program length is 18 weeks. Certificate of Completion granted to students meeting criteria.

## **PROVIDER PROFILE**

**Program:**                   **Center of Hope Foundation (COH)**  
P.O. Box 66, 100 Foster St., Sturbridge, MA 01550

**Program Contact:**   Rachel Reyes

**Contact Phone:**       508-764-4085

**Contact Email:**       [rreyes@thecenterofhope.org](mailto:rreyes@thecenterofhope.org)

**PETS Geographical Service Area:** Southern Worcester County

### **PETS Components to be Provided:**

- Work-Based Learning Experience/Internships
- Job Exploration Counseling
- Workplace Readiness Training
- Self-Advocacy/Mentoring Instruction (optional)
- Counseling on Enrollment in Post-Secondary Education (optional)

### **PETS Program Model Description – Overview:**

The Center of Hope will offer a Work-Based Learning Experience Program to students that will provide integrated competitive employment experiences at the required wage and hours established in the PETS RFR, i.e., 8 to 10 hours per week during the school year and an average of 20 hours per week during the summer season. Job exploration counseling, work readiness training, and self-advocacy/mentoring instruction. The program will also provide the support necessary to explore and apply to post-secondary education programs (e.g., college, trade schools etc.).

While participating in work readiness training, each student will be provided with a comprehensive orientation training of at least 12 hours over multiple days prior to a paid internship/job placement and thereafter ongoing trainings throughout the course of the program. The orientation will include workplace safety, career interest assessment, work readiness training including interview skills, resume building, trainings related to job choice of interest, focus on the importance and development of soft skills such as reliability, good communication skills, goal setting and personal presentation. The Center of Hope has two (2) training areas that can be dedicated to the program for all training sessions, one equipped with a variety of media and tables for round table sessions. The other is the Center's new Computer Training Lab equipped with touch screen computers, laptops and tablets, perfect for students working on resumes and other portfolio materials, exploring higher education, exploring job possibilities, applying for competitive jobs at the latter part of each session, and other ongoing training opportunities.

Students that complete the orientation training will be placed in paid internships or subsidized community based employment.

## **PROVIDER PROFILE**

**Provider:**                **Community Enterprises (CE)**  
441 Pleasant St., Northampton, MA 01060

**Program Contact:**    Noreen Miller

**Contact Phone:**        413-584-1460 ext. 143

**Contact Email:**        [nmiller@communityenterprises.com](mailto:nmiller@communityenterprises.com)

**PETS Geographical Service Area:** Hampden, Hampshire, Franklin & Berkshire Counties

### **PETS Components to be Provided:**

- Work-Based Learning Experience/Internships
- Job Exploration Counseling
- Workplace Readiness Training

### **PETS Program Model Description – Overview:**

The “World of Work” Program offered by Community Enterprises (CE) is a combination of a number of best practice approaches utilized to assist students in their quest for career exploration and employment. The model utilizes the replication of an industry based service model featuring a unique collaboration between the service provider (CE), employers, school districts, parents, and community colleges. The model encompasses the key services described in the PETS RFR with an emphasis on four (4) paid work experiences in four (4) different industries coupled with a strong career exploration/tour component.

The “World of Work” program will run for 40 weeks a year to coincide with the regular school schedule. Students will be engaged in the program for a period of 3 hours per day in order to accommodate their academic instruction, transportation and work schedules. CE staff will work closely with each school district to combine classroom instruction with this career exploration and work experience program. Students and the schools will have the opportunity to choose either a morning or afternoon work schedule.

Following an orientation session, students will participate in Module 1 (Getting Started on Your Career) of the program. This is a 4 week module pre-employment classes will begin immediately. Classes will combine Community Enterprises resources with the Employment Class Curriculum developed by San Diego State University: Employability skills for students with Mild Disabilities. Students will tour each of the 4 host employers for this program. Module 2 (The First Career Choice) last for 9 weeks, the student will begin the first of four paid work experience modules. They will work for 3 hours a day, 4 days a week and be paid minimum wage.

Students will work performing various tasks in 4 major Industry Training Sites (Work-Based Experience). They are: Retail, Food Service, Hospitality/Tourism, and Supply Chain Manufacturing

## **PROVIDER PROFILE**

**Provider:**               **Human Resources Unlimited (HRU)**  
60 Brookdale Drive, Springfield, MA 01104

**Program Contact:**   Patricia Robinson

**Contact Phone:**       413-781-5359

**Contact Email:**       [pattie@HRU.org](mailto:pattie@HRU.org)

**PETS Geographical Service Area:** Springfield & Pittsfield

### **PETS Components to be Provided:**

- Work-Based Learning Experience/Internships
- Job Exploration Counseling
- Workplace Readiness Training
- Counseling on Enrollment in Post-Secondary Education (optional)

### **PETS Program Model Description – Overview:**

Human Resources Unlimited (HRU) will implement their “Move to Work” model to ensure the delivery of quality pre-employment transition services. Move to Work is a holistic, pre-employment program that uses action based lessons and moderate exercise to enhance learning. The eight unit curriculum focuses on soft skills, job readiness skills and improving health and overall well-being. Topics include: active and healthy you, nutrition, stress, time and personal management, workplace expectations, getting the job, essentials for effective communication in the workplace, and establishing professional & positive peer relationships.

In addition to the classroom instruction and exercise program, employment specialists are involved from the beginning to provide placement assistance, counseling and ongoing support that is crucial in achieving success. When possible, HRU will attempt to secure paid internships for students. If a paid internship is not obtained for the student, HRU will provide incentive stipends for students at the successful completion of 75 hours of their internship, and then again at the completion of 150 hours.

HRU intends to offer Move to Work sessions 2 times per year, 9 weeks per session, 5 days per week, 3 hours per day in the Springfield Area and 1 session per year, 9 weeks, 5 days per week & 3 hours per day in the Pittsfield area (120 hours of program time for both areas). Internships will be 8-10 weeks (150 hours) during the summer or after school during the school year.

## **PROVIDER PROFILE**

**Provider:**                **New England Business Associates (NEBA)**  
66 Industry Drive, Suite 11, Springfield, MA 01104

**Program Contact:**    Jeannine Pavlak

**Contact Name:**        413-821-9200

**Contact Phone:**       [Jeannine.pavlak@nebaworks.com](mailto:Jeannine.pavlak@nebaworks.com)

**PETS Geographical Service Area:** Hampden, Hampshire & Franklin Counties

### **PETS Components to be Provided:**

- Work-Based Learning Experience/Internships
- Job Exploration Counseling
- Workplace Readiness Training
- Self-Advocacy/Self Determination (optional)
- Post-Secondary Counseling & Supports (optional)

### **PETS Program Model Description – Overview:**

New England Business Associates (NEBA) will be providing PETS by engaging students in curriculum based classroom instruction and by placement in community based employment situations. Classroom (Career Ladders) activities will entail resume writing, interview preparedness training, financial literacy, interest inventories, social skills in the work place, and a career plan will be developed for each student. Time limited work experiences or internships will be offered to students prior to completion of their classroom experience (if student schedule and other circumstances permit) or subsequent to the completion of the curriculum. Work and/or internship will be paid, integrated experiences. Employer examples include: United Bank, Baystate Medical Center, Mass Mutual Insurance Company, Hartsprings Foundation, YMCA and Square One (Child Care Services).

NEBA has developed three (3) curriculums, i.e., a beginner's curriculum, a moderate curriculum and an advanced curriculum. Students are assessed and placed in the class that the curriculum best fits and meets their need and prior exposure to career planning concepts. The Career Ladders program is held at NEBA's main office in Springfield, is fully accessible and located on the PVTA bus route. Each session runs for three consecutive months and follows the academic school calendar, with one session running during the summer. Students will receive minimum wage or higher depending on the place of work experience or internship. A stipend will be provided to students in a non-paid internship. It is NEBA's expectation that 40% of the students will be hired into permanent part-time competitive jobs upon completion.

## **PROVIDER PROFILE**

**Program:**                    **Work Opportunities Unlimited (WOU)**  
114 Locust St., Dover, NH, 03820

**Program Contact:**    Ryan Mountain

**Contact Phone:**        603-749-4504

**Contact Email:**        [rmountain@workopportunities.net](mailto:rmountain@workopportunities.net)

**PETS Geographical Service Area:** Worcester

### **PETS Component to be Provided:**

- Work-Based Learning Experience/Internships
- Job Exploration Counseling
- Workplace Readiness Training
- Counseling on Enrollment in Post-Secondary Education (optional)

### **PETS Program Model Description – Overview:**

Work Opportunities Unlimited (WOU) begins with a person-centered plan, progressing to job seeking skills training and then participation in either a temporary internship or a permanent paid placement. WOU has the experience of seeing internship experiences provided to younger students, while job placements are secured for students in their final year of high school. All services are scheduled around the regular class schedule of the student and have been provided within the school or in community locations such as libraries, one stop career centers, and/or businesses. The following is a description of how the services will flow: An intake process – in person interview with a student, family member and advocate (if appropriate). Social, medical, psychological, educational, work & volunteer history documentation is gathered, etc.

1. Person Centered Planning (conducted 1:1) Planning Team is developed: may be parents, service coordinators, teachers, friends, and other family members etc.
2. Job exploration and Workplace Readiness Training Classes – The training classes can be provided concurrently with the Person-Centered Plans being created 1:1 with each students. One (1) hour per week for 6 weeks in an integrated setting. Information in the classes includes: Searching for jobs, the job application, the resume, the interview, transitioning into the workplace, and maintaining successful employment.
3. Work-Based Learning Experience/Internship – Following the completion of the job exploration counseling and workplace readiness training, the student will begin his/her community based internship in the field that was identified in person centered plan. Each internship will be an individual placement, will last 40 hours, and will be completed within the school year and/or summer. The student will receive an entry-level pay rate for the industry. Transportation to the internship will be worked out with school personnel, parents, and WOU.